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ABSTRACT

Presented in the annotated bibliography are approximately 50 citations (1974-1976) on nondiscriminatory testing of handicapped and culturally different students. Information is said to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually contain information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Nondiscriminatory Testing

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 713

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EC 10 2 P63

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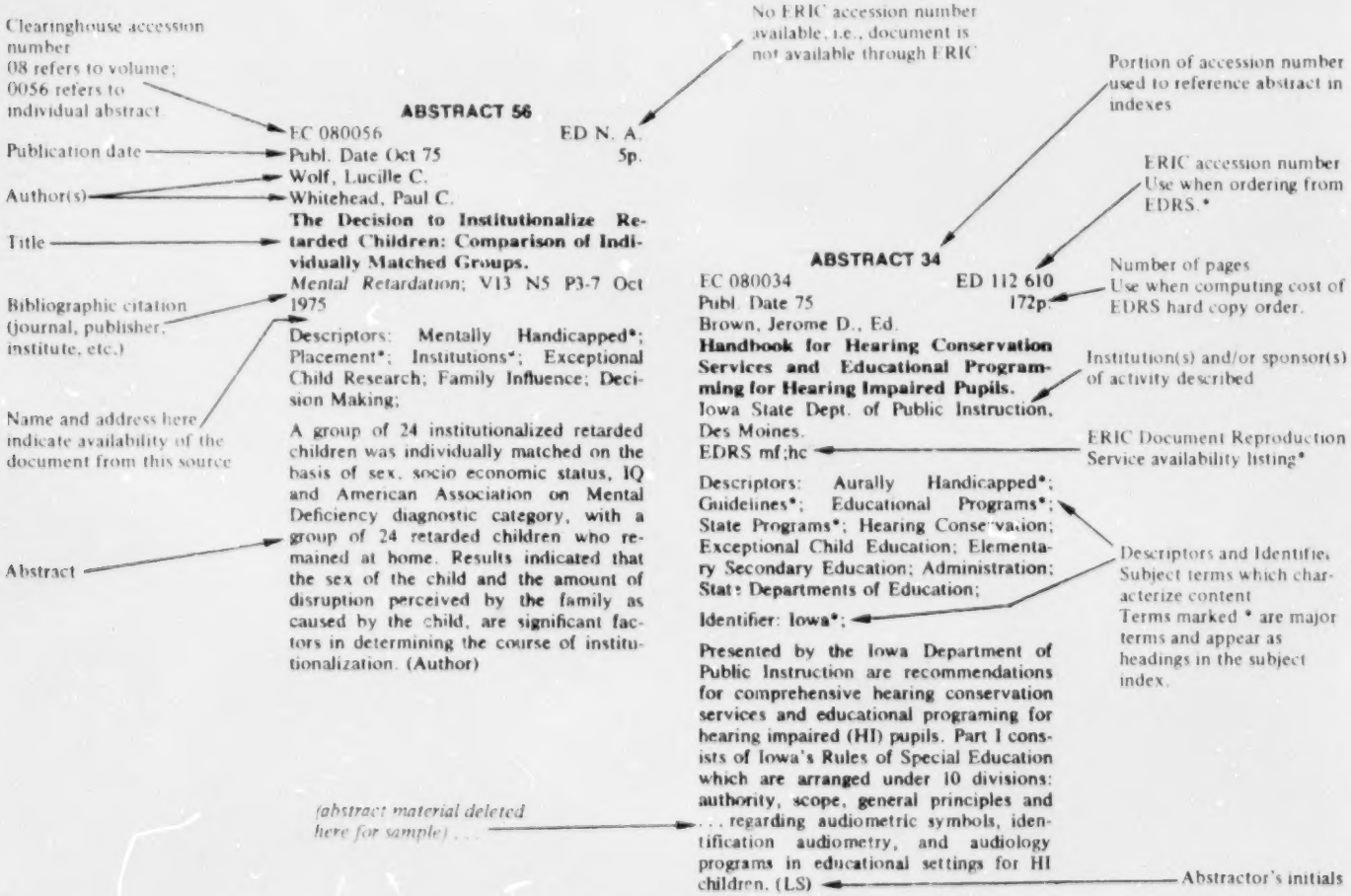
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
ERIC accession number
Use when ordering from EDRS.*
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
Name and address here indicate availability of the document from this source
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ERIC Document Reproduction Service availability listing*
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr. Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroix, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15301 Venture Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20802

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 926 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CFDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

* Journals monitored for CIJE

** Copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 151 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 2938

EC 08 2938 ED 122 560
Publ. Date Apr 76 15p.
Stallings, Clifford J.
Contemporary Identification and Program Models for Gifted Third World Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Gifted;* Disadvantaged Youth; Identification;* Intelligence Tests;* Discriminatory Attitudes (Social); Cultural Differences;* Culture Free Tests; Test Bias;*

Identifiers: Stallings Environmentally Based Screen;*

The author maintains that IQ testing developed in a political context and still serves to discriminate against minority group gifted children; he suggests a method of identifying potentially gifted disadvantaged children by using culturally familiar experiences. The discriminatory aspects of intelligence testing are evidenced by quotes from L. Terman and analysis of US immigration policy. Examples are given of cultural differences in the definitions of familiar words. Briefly described is the Stallings Environmentally Based Screen which evaluates recall, depth of information and detail, and abstract thought by using content determined by the psychometrist at each individual school. Educational programs are encouraged to gradually blend experiences from the child's immediate environment into the general school curriculum. (DB)

ABSTRACT 2876

EC 08 2876 ED 122 498
Publ. Date Apr 76 55p.
Blasi, Joyce F.
Characteristics of Criterion Referenced Instruments: Implications for Materials Selection for the Learning Disabled.
New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.
Office of Education (DHEW), Washington, D.C.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Education; Diagnostic Tests;* Criterion Referenced Tests;* Test Interpretation;* Learning Modalities; Instructional Materials; Task Analysis; Behavioral Objectives; Reading Tests;*

Identifiers: Basic Educational Skills Inventory; Prescriptive Reading Inventory; Cooper McGuire Diagnostic Word Analysis Test;

Discussed are characteristics of criterion referenced reading tests for use with learning disabled (LD) children, and analyzed are the Basic Educational Skills Inventory (BESI), the Prescriptive Reading Inventory (PRI), and the Cooper McGuire Diagnostic Word Analysis Test (Cooper McGuire). Criterion referenced tests are defined; and problems in test development such as determining relability and validity and selecting among behavioral alternatives for measuring the competency are considered. Listed are characteristics of materials needed by LD students such as presentation of the same content of process in a variety of modalities. The three instruments are analyzed item by item in terms of the content of each objective or activity, the number of items per objective or activity, the stimulus mode, the response mode, and the type of response (whether selected or constructed). It is concluded that the BESI has merit for use with LD children who do not have expressive language difficulties, that the PRI is probably not useful in designing instruction for LD children, and that the Cooper McGuire may help LD children who integrate input from two channels simultaneously. It is stressed that diagnostic personnel need to vary the stimulus and response modes to determine individual competency and that diagnostic instruments be developed that are domain referenced as well as criterion referenced and that reflect a task analysis approach to content with variations of stimulus and response characteristics. Appended are three task sheets and an analysis sheet for use in teacher training situations. (DB)

ABSTRACT 2871

EC 08 2871 ED 122 493
Publ. Date Apr 76 21p.
Langley, Beth.
Functional Assessment of the Brain Damaged Physically Handicapped Child.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Severely Handicapped;* Multiply Handicapped; Physically Handicapped;* Cerebral Palsy; Elementary Secondary Education; Research Reviews (Publications); Evaluation Methods;* Nonverbal Tests; Standardized Tests; Testing Problems;* Performance Factors;

Identifiers: Nondiscriminatory Tests (Handicapped);* Informal Assessment;

Existing instruments for assessing brain damaged physically handicapped children are examined, and research on test modifications in the cognitive, communication, and motor performance domains is reviewed. Noted is the lack of tests standardized on a physically handicapped population. Cautions and criticisms are cited for modifications that have tended to involve adaptation of the presented stimuli on the child's response mode. Suggestions are given for dealing with the effects of motor impairments (such as placing the spastic child in a side lying position to encourage manipulation of objects), and characteristic perceptual difficulties of cerebral palsied children are described. The appropriateness of six commonly used instruments (including the Columbia Mental Maturity Scale) is discussed. Considered are variables in the areas of communication (such as oral motor skill and abstraction abilities), motor development (including postural patterns), and testing situations (such as subtle changes in muscular tension in response to stimuli). (CL)

ABSTRACT 2866

EC 08 2866 ED 122 488
Publ. Date Apr 76 13p.
DuBose, Rebecca F.
The Multiply Handicapped Child: The Diagnostician's Challenge.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped;* Evaluation Methods; Educational Diagnosis;* Language Skills; Cognitive Development; Standardized Tests; Diagnostic Tests; Psychological Evaluation; Student Evaluation;* Performance Factors;

Identifiers: Informal Assessment;*

Factors involved in evaluating multiply handicapped children are examined. Described are instruments and techniques for measuring three central concerns: 1) the extent to which the impairments limit the child's functioning (including the Test of Auditory Discrimination and the Children's Embedded Figures Test); 2) the child's ability to complete tasks expected of him/her (such as norm-referenced psychological, language, motor, social- emotional, and self care skills); and 3) reasons for the child's performance patterns (including searching for strengths and weaknesses in cognitive functioning and analyzing the child's language reception and processing). It is explained that the final step involves setting goals and objectives, suggesting a teaching strategy, and stating performance criteria. (CL)

ABSTRACT 2826

EC 08 2826 ED N. A.
Publ. Date Jul 76 4p.
Tidwell, Romeria.
Expectancy Effects and Their Relationship to Psychological Case Report Writing.
Psychology in the Schools; V13 N3 P275-278 Jul 76

Descriptors: Exceptional Child Research; Handicapped Children;* Elementary Education; School Psychologists; Student Evaluation;* Psychological Evaluation;* Referral;* Bias;* Expectation; Examiners;

The relationship between the psychological evaluation reports of test examiners and the referral questions of classroom teachers was investigated with 11 graduate students enrolled in a school psychology internship class. Each S was asked

to write six psychological case reports involving the appraisal of intelligence in elementary school children. In half of the cases, Ss were informed of a specific reason or reasons for referral; while in the other half, they were not. Results indicated that examiners, when presented with the reason for referral, are significantly more likely to be biased in favor of that reason in their psychological case reports. (SBH)

ABSTRACT 2769

EC 08 2769 ED 121 046
Publ. Date Nov 74 93p.
Evans, Joyce S.
A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc
Volume 1 of 2 Volumes.

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Material Development;* Identification; Screening Tests;* Check Lists; Culture Free Tests; Resource Guides; Teaching Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;* Final Reports;

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a pre-post test research design that compared results from the target group with results from nonhandicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook--70 Inexpensive Things to Do or Make," and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion referenced and norm referenced tests; and that target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their nonhandicapped peers. (Numerous tables with statistical information are provided.) (For appendixes to the document, see EC 08 2770.) (Author/SB)

ABSTRACT 2725

EC 08 2725 ED N. A.
Publ. Date Jul 76 9p.
Budoff, Milton.
Hamilton, James L.
Optimizing Test Performance of Moderately and Severely Mentally Retarded Adolescents and Adults.
American Journal of Mental Deficiency; V81 N1 P49-57 Jul 1976

Descriptors: Custodial Mentally Handicapped;* Trainable Mentally Handicapped;* Aptitude Tests;* Exceptional Child Research; Mentally Handicapped; Adolescents; Young Adults; Test Validity; Intelligence Level; Educational Assessment;

Identifiers: Learning Potential;* Raven Coloured Progressive Matrices; Leiter International Performance Scale; Kohs Extended Learning Potential;

The validity of a learning potential assessment procedure with institutionalized moderately and severely retarded adolescents and adults was examined with 38 Ss. Significant positive correlations were obtained between psychometric and learning scores, attendants and teachers' ratings of ability, and the postrating scores on the modified Kohs Extended Learning Potential procedure. In addition, performance on this test-train-test procedure was compared with a train-within-test format for two different tasks: training embedded within the administration of the Leiter International Performance Scale and a formboard version of Raven's Coloured Progressive Matrices. The students responded equally to the two formats. Stanford-Binet IQs were least predictive of performance on the three learning potential measures and were unrelated to teachers' and attendants' ratings of ability. The implications of these data were discussed with particular attention to the potential advantages of the train-within-test model. (Author)

ABSTRACT 2638

EC 08 2638 ED N. A.
Publ. Date Jul 76 5p.
Ratusnik, David L.
Koenigsknecht, Roy A.
Cross-Cultural Item Analysis of the Columbia Mental Maturity Scale: Potential Application by the Language Clinician.
Language, Speech, and Hearing Services in Schools; V7 N3 P186-190 Jul 1976

Descriptors: General Education;* Intelligence Tests;* Test Bias;* Racial Factors;* Socioeconomic Influences;* Exceptional Child Research; Preschool Education; Test Validity;

Identifiers: Columbia Mental Maturity Scale;*

The Columbia Mental Maturity Scale (CMMS) was evaluated with a total of 144 4-and 5-year-old children divided into the following groups: Black lower socioeconomic, Black middle socioeconomic, White lower socioeconomic, and White middle socioeconomic. Results of analysis of scores on the nonverbal intelligence test indicated that the CMMS was relatively free of racial bias with differences in group scores consistently a reflection of socioeconomic, not racial background. (DB)

ABSTRACT 2636

EC 08 2636 ED N. A.
Publ. Date Jul 76 8p.
Arlt, Phyllis B.
Goodban, Marjorie Tylke.
A Comparative Study of Articulation Acquisition as Based on a Study of 240 Normals, Aged Three to Six.
Language, Speech, and Hearing Services in Schools; V7 N3 P173-180 Jul 1976

Descriptors: General Education;* Articulation (Speech);* Standardized Tests;* Speech Tests;* Exceptional Child Research; Preschool Education; Speech Evaluation; Testing Problems;

Reexamined with 240 children ranging in age from 3 to 6 years were the normative data for the development of articulation skills as evaluated in the screening test of articulation developed as a subtest of the Illinois Children's Language Assessment Test. Results of comparing the norms of this examination with previous norms indicated that 43% of the sounds tested were produced correctly from 6 months to 4 1/2 years earlier than would be expected from the previously established norms. (DB)

ABSTRACT 2617

EC 08 2617 ED N. A.
Publ. Date Ju/Ju76 7p.
Hall, James W.
Testing of Non-English Speaking Patients.
Audiology and Hearing Education; V2 N4 P9, 11, 14-16, 19, 30 Jun/Jul 76

Descriptors: Exceptional Child Services; Aurally Handicapped;* Audiology;* Non English Speaking;* Testing Problems;* Auditory Tests;

Discussed by six audiologists are problems in testing and treating non-English speaking patients with hearing impairments. Noted are the lack of appropriate tests, counseling difficulties, the necessity of relying on non-speech audiometry tests with children, and possible solutions such as interesting bilingual persons in audiology, the use of an interpreter, and standardizing testing procedures. (DB)

ABSTRACT 2558

EC 08 2558 ED N. A.
Publ. Date Sum 76 3p.
Lowe, James D.
Karnes, Frances A.
A Comparison of Scores on the WISC-R and Lorge-Thorndike Intelligence Test for Disadvantaged Black Elementary School Children.
Southern Journal of Educational Research; V10 N3 P152-154 Sum 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Elementary Education; Intelligence Tests;* Blacks; Test Validity;*

Identifiers: Wechsler Intelligence Scale for Children-Rev;* Lorge Thorndike Intelligence Test;*

The IQ scores of 45 Black disadvantaged elementary school children obtained from the Lorge Thorndike Intelligence Test were compared with scores from the Wechsler Intelligence Scale for Children-Revised. The Lorge Thorndike scores were consistently higher than the WISC-R scores, although the results of the two tests correlated significantly. (IM)

ABSTRACT 2504

EC 08 2504 ED N. A.
Publ. Date 76 412p.
Flaxman, Erwin, Ed.
Educating the Disadvantaged: Volume V; 1972-1973.
AMS Press, 56 E. 13th St., New York, NY 10003 ($15.00)

Descriptors: Exceptional Child Education; Disadvantaged Youth;* Equal Education;* Social Attitudes; Discriminatory Attitudes (Social);* Ethnic Groups;* Financial Policy; Low Income; Educational Accountability;* Economic Disadvantagement; Minority Groups;* Learning Difficulties; Racial Factors; Racial Integration; Intervention; Remedial Instruction; Test Bias; Financial Support; Federal Aid; Inner City; Urban Education; Language Development; Culture Free Tests; Role Perception; School Services; School Community Relationship; Cultural Differences;*

Identifiers: Peabody Picture Vocabulary Test; Nondiscriminatory Tests;

Presented is a collection of 20 articles on educating disadvantaged children including sections on equal educational opportunity, learning and achieving, and classrooms and schools. Equal educational opportunity is treated in five articles with the following titles and authors: An Affluent Society's Excuses for Inequality: Development, Economic, and Educational (E. Gordon); Inequality of Educational Opportunity: Effects of Poverty and Minority Status (Panel on Financing Low-Income and Minority Students in Higher Education); Proposed National Program of Student Assistance (Panel on Financing Low-Income and Minority Students in Higher Education); Equal Educational Opportunity and the Distribution of Educational Expenditures (H. Levin); and The Inequality of Education in Opportunity in the Southwest: An Observational Study of Ethnically Mixed Classrooms (G. Jackson and C. Cosca). Learning and achieving are discussed in the following six articles: Cross-Cultural Perspectives on Early Development (J. Kagan and R. Klein); Motivational Factors in the Performance of Economically Disadvantaged Children on the Peabody Picture Vocabulary Test (E. Zigler, et al.); Is Early Intervention Effective? (U. Bronfenbrenner); Remediation of Learning Problems among the Disadvantaged (S. Feshbach and H. Adelman); Project Success Environment: An Extended Application of Contingency Management in Inner-City Schools (T. Rollins, et al.); and Language Expansion for Black Children in the Primary Grades: A Research Report (B. Cullinan, et al.). Topics on classrooms and schools are treated in the following nine articles: Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools (A. Summers and B. Wolfe); Quality of Educational Attainment, Standardized Testing, Assessment and Accountability (W. Brookover, et al.); Testing for Competence Rather Than for Intelligence (D. McClelland); Implementaion of Title I: A Problem of Compliance (M. McLaughlin); Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making (D. Mann); Sex-Role Culture and Educational Practice (P. Lee and N. Gropper); Assimilation and Changing Social Roles of Chinese Americans (S. Fong); and The Plight of Black Students in the United States (T. Sowell); and Ethnicity and Schooling (C. Harrington). (IM)

ABSTRACT 2440

EC 08 2440 ED N. A.
Publ. Date 76 95p.
Scholl, Geraldine.
Schnur, Ronald.
Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped.
American Foundation for the Blind, 15 West 16 St., New York, NY 10011 ($5.00)

Descriptors: Exceptional Child Education; Visually Handicapped;* Blind; Evaluation Methods;* Educational Diagnosis;* Psychological Evaluation;* Vocational Interests;* Aptitude Tests; Academic Achievement; Intelligence Tests; Social Development; Personality Assessment; Testing;*

The manual presents a list of approximately 200 available measures and instruments that have been used to assess educational, psychological, and vocational functioning in visually handicapped children and adults. Provided in Part 1 are guidelines for the examiner to follow, alternatives to traditional assessment approaches, and a description of the manual. In Part 2 (which comprises the bulk of the document), measures are listed in alphabetical order by title under the following categories: intellectual functioning, educational achievement, social functioning (including preschool measures), vocational aptitude and interest, both objective and projective personality measures, and miscellaneous measures. Test entries usually include test title, a brief description, name and address of the distributing agency, and a list of references relating to the particular test. Also provided are a list of recommended reading, a list of general references, and blank forms for reader suggestions. (SB)

ABSTRACT 2410

EC 08 2410 ED N. A.
Publ. Date Jul 76 14p.
Mackler, Bernard.
Homman, Dana.
Assessing, Packaging, and Delivery: Tests, Testing, and Race.
Young Children; V31 N5 P351-364 Jul 76

Descriptors: Exceptional Child Education; Disadvantaged Youth; Minority Groups;* Blacks;* Elementary Secondary Education; Intelligence Tests;* Testing Problems;* Examiners;* Culture Free Tests;

Identifiers: Lorge Thorndike Intelligence Test; Peabody Picture Vocabulary Test; Metropolitan Achievement Test;

Reviewed are the factors relating to the performance of Black children (6-13 years old) on group intelligence tests. The role of the test administrator is seen to include having a warm, friendly, and involved attitude; checking to make sure each child understands the directions; and moving around the examination room to give encouragement and support. Both general and specific weaknesses of the Lorge Thorndike Intelligence Test and the Peabody Picture Vocabulary Test are discussed. The Metropolitan Achievement Test is described as being a valid measure devoid of the ambiguities inherent in the previously discussed tests. (SB)

ABSTRACT 2397

EC 08 2397 ED N. A.
Publ. Date Jun 76 13p.
Samuel, William.
And Others.
Motivation, Race, Social Class, and IQ.
Journal of Educational Psychology; V68 N3 P273-285 Jun 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Negroes; Secondary Education; Intelligence Tests;* Performance Factors; Motivation;* Racial Factors;* Expectation; Environmental Influences; Socioeconomic Influences;*

The impact of testing environment, motivation, social class, and race on test performance was investigated with 312 Black and 312 White students (all between 12 and 16 years old). Ss were administered the performance subscales to the Wechsler Intelligence Scale for Children. The variables of test atmosphere (evaluative or gamelike), tester expectation (high or low), race of tester (Black or White), and race of subject (Black or White) were paired factorially. The pattern of mean IQ scores as well as self ratings of mood were interpreted as indicating that test performance was optimal at moderate levels of motivational arousal. When socioeconomic level was taken into account, results suggested that interracial differences in mean IQ might be erased depending on the social psychological characteristics of the test setting and the socioeconomic background of the testee. (Author/SB)

ABSTRACT 2389

EC 08 2389 ED N. A.
Publ. Date Jun 76 6p.
Ross, Linda J.
Gallagher, Patricia A.
Devereux Scales as Behavioral Measures of Visually Impaired Residential Students.
New Outlook for the Blind; V70 N6 P251 256 Jun 1976

Descriptors: Visually Handicapped;* Behavior Patterns;* Rating Scales;* Test Reliability;* Exceptional Child Research;

Elementary Secondary Education; Evaluation Methods;

Identifiers: Devereux Behavior Rating Scales;*

The effectiveness of the Devereux Behavior Rating Scales as sensitive and reliable instruments for delineating inappropriate behavior was investigated with 71 elementary and secondary level visually impaired children at a residential school. Three Devereux scales were administered: the Child Behavior Rating Scale; the Adolescent Behavior Rating Scale; and the Elementary School Behavior Rating Scale. Students were rated on the scales, from which obviously inappropriate items had been deleted by houseparents and teachers. One week later, a random sample of students was selected for re-evaluation, as a measure of test-retest reliability. The results suggest that the scales could be viable evaluation instruments, though the Child Behavior Rating Scale showed unacceptable test-retest reliability. (Author/SB)

ABSTRACT 2385

EC 08 2385 ED N. A.
Publ. Date Jun 76 5p.
Coveny, Thomas E.
Standardized Tests for Visually Handicapped Children: A Review of Research.
New Outlook for the Blind; V70 N6 P232-236 Jun 1976

Descriptors: Visually Handicapped;* Standardized Tests;* Prediction;* Academic Ability;* Exceptional Child Education; Research Reviews (Publications); Verbal Tests; Performance Tests; Intelligence Tests;

Research concerning the adaptation and development of tests for visually handicapped children is reviewed. Early developmental work with verbal tests (such as the Wechsler Verbal scales) is examined as well as the more recent work undertaken to develop performance type tests (which include the Blind Learning Aptitude Test, the Perkins-Binet Intelligence Tests for Blind Children, and the Roughness Discrimination Test. Finally, work on the validation of both verbal and performance tests, as well as the relationship of such tests to the prediction of academic performance is described. (Author/SB)

ABSTRACT 2187

EC 08 2187 ED N. A.
Publ. Date Fal 75 7p.
Nolte, M. Chester.
Use and Misuse of Tests in Education: Legal Implications.
Educational Horizons; V54 N1 P10-16 Fal 75

Descriptors: General Education;* Student Evaluation;* Elementary Secondary Education; Testing Problems;* Evaluation Methods; Civil Liberties;* Testing;

Reviewed is the history of the courts' involvement with educational testing, and analyzed are recent rulings on student conduct, right to learn, test requirements (validity, reliability, adequate sampling procedures, and uniform conditions), sex discrimination, and stigmatization resulting from tests. (CL)

ABSTRACT 2121

EC 08 2121 ED N. A.
Publ. Date May 76 5p.
Goldman, Roy D.
Hartig, Linda K.
The WISC May Not Be a Valid Predictor of School Performance for Primary-Grade Minority Children.
American Journal of Mental Deficiency; V80 N6 P583-587 May 1976

Descriptors: Minority Groups;* Test Validity;* Prediction;* Exceptional Child Research; General Education; Cultural Differences; Negroes; Mexican Americans;

Identifiers: Wechsler Intelligence Scale For Children;*

Investigated was the validity of the Wechsler Intelligence Scale for Children (WISC) in predicting teachers' ratings of 201 Black, 320 Mexican American, and 430 Anglo primary grade children. In addition to WISC test scores and teacher ratings of Ss' competence, social and academic grade point averages were calculated. Validities for Black and Mexican American Ss were near zero, suggesting that the WISC may be of limited value in assessing the educability of minority children. (Author/CL)

ABSTRACT 1965

EC 08 1965 ED N. A.
Publ. Date Spr 76 7p.
Morris, June E.
Adaptation of the Durrell Listening-Reading Series for Use with the Visually Handicapped.
Education of the Visually Handicapped; V8 N1 P21-27 Spr 1976

Descriptors: Visually Handicapped;* Auditory Perception;* Reading Tests;* Test Validity;* Exceptional Child Research; Primary Grades; Braille; Large Type Materials; Material Development;

Identifiers: Durrell Listening Reading Series;*

A study was conducted to determine the validity of the Primary Level of the Durrell Listening-Reading Series (DLRS) for 141 legally blind Ss (65 braille, 76 large type) with reading ability ranging from grades 1-3. The experimental instrument used was a shortened form of the DLRS in both braille and large type. Ss reading at second and third grade levels had no difficulties taking the test, but only 66% of the braille and 77% of the large type Ss reading at the first grade level were able to use it. Other findings included that Ss who were not able to use the test experienced more difficulty with the reading than with the listening parts, and that 52% of the braille Ss did not follow marking instructions. (SB)

ABSTRACT 1935

EC 08 1935 ED N. A.
Publ. Date Spr 76 10p.
Murray, Leslie.
And Others.
Black-White Comparisons on the MMPI Mini- Mult.
Southern Journal of Educational Research; V10 N2 P105-114 Spr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Delinquency;* Negroes;* Test Bias;* Racial Factors;* Personality Assessment;*

Identifiers: Minnesota Multiphasic Personality Inventory;* Mini Mult;

Compared were the performances of 40 Black and 40 Caucasian adolescent juvenile delinquents on the Mini-Mult, a 71-item personality inventory derived from the Minnesota Multiphasic Personality Inventory. Ss were matched on the basis of IQ, socioeconomic level, domestic status, and grade level. No significant differences between groups were found for any of the Mini-Mult scales. (DB)

ABSTRACT 1853

EC 08 1853 ED N. A.
Publ. Date Mar 76 9p.
Kaufman, Alan S.
A New Approach to the Interpretation of Test Scatter on the WISC-R.
Journal of Learning Disabilities; V9 N3 P160-168 Mar 1976

Descriptors: Learning Disabilities;* Clinical Diagnosis;* Test Interpretation;* Exceptional Child Research; Elementary Secondary Education; Intelligence Tests;

Identifiers: Test Scatter;* Wechsler Intelligence Scale for Children (WISC);

Because of use of subtest scatter in the diagnosis of learning disabled children, scatter among the Wechsler Intelligence Scale for Children-Revised (WISC-R) Verbal, Performance and Full Scale tests was investigated for the standardization sample of 2200 children between 6 and 17 years of age. Two indexes of test scatter were analyzed: scaled-score range (a child's highest minus his lowest scaled score), and the number of tests deviating by 3 or more points from his own mean. No meaningful fluctuations in the indexes were apparaent when they were computed separately by age, sex, race, parental occupation, or intelligence level. Another major finding was that the WISC-R profiles of normal children exhibited much scatter. Normative tables were developed to enable the clinician and the researcher to evaluate more scientifically the test scatter for an exceptional individual or group. (Author/DB)

ABSTRACT 1759

EC 08 1759 ED N. A.
Publ. Date Apr 76 5p.
Hirshoren, Alfred.
Ambrose, William R.
The Wepman Auditory Discrimination Test and Southern Piedmont Children.
Language, Speech, and Hearing Services in Schools; V7 N2 P86-90 Apr 1976

Descriptors: Auditory Perception;* General Education;* Dialects;* Test Validity;* Regional Dialects;* Exceptional Child Research; Primary Education;

Identifiers: Wepman Auditory Discrimination Test;* Georgia;

Thirty Black and 30 White primary Children from the Piedmont area of northeast Georgia were administered the Wepman Auditory Discrimination Test (ADT) to determine the utility of the ADT with children from that area and the effects of regional dialect on the auditory discrimination of the Ss. It was found that Ss, regardless of race, made more errors in auditory discrimination than would be anticipated from the norms provided by the ADT. (LS)

ABSTRACT 1602

EC 08 1602 ED N. A.
Publ. Date Win 76 9p.
Flynn, John T.
Anderson, Barbara E.
The Effect of Test Administration Procedures on Achievement Test Performance.
Journal of Negro Education; V45 N1 P37-45 Win 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Junior High Schools; Examiners;* Testing Problems;* Test Bias;* Culture Free Tests;

Compared were the effects of two different modes of test administration (affective and perfunctory) on the achievement test performances of 294 disadvantaged and 84 nondisadvantaged seventh grade students. In both conditions actual test instructions were given by tape recording. Results indicated that mode of test administration was more crucial to disadvantaged than to nondisadvantaged students. (DB)

ABSTRACT 1601

EC 08 1601 ED N. A.
Publ. Date Win 76 10p.
Powell, Lois.
Johnson, Eugene H.
The Black MMPI Profile: Interpretive Problems.
Journal of Negro Education; V45 N1 P27-36 Win 76

Descriptors: Exceptional Child Research; Disadvantaged Youth;* Negroes;* Cultural Differences;* Racial Factors; Test Bias;* Culture Free Tests; Psychological Evaluation;* Test Interpretation;

Identifiers: Minnesota Multiphasic Personality Inventory;*

Reviewed is research on use of the Minnesota Multiphasic Personality Inventory (MMPI) with Black populations in support of the authors' contention that separate norms for Black persons need to be established. The present norms are seen to be culturally biased and to identify a large percentage of Black persons as deviant. (DB)

ABSTRACT 1569

EC 08 1569 ED N. A.
Publ. Date 75 205p.
Koppitz, Elizabeth Munsterberg.
The Bender Gestalt Test for Young Children, Volume II. Research and Application, 1963-1973.
Grune and Stratton, Inc., 111 Fifth Avenue, New York, NY 10003 ($12.50)

Descriptors: Exceptional Child Education; Handicapped Children;* Perceptual Motor Coordination;* Research Reviews (Publications);* Screening Tests;* Test Interpretation; Test Reliability; Testing; Performance Factors;

Identifiers: Bender Gestalt Test;*

The textbook presents the results of a systematic examination of accumulated Bender Gestalt Test (BGT) research data (from 1963 to 1973) from studies involving children. Fifteen chapters cover the following topics (sample subtopics are in parentheses): introduction to the BGT; description of the BGT (analysis of BGT protocols); the developmental BGT scoring system (analysis of scoring problems on the developmental scoring system); reliability of BGT performance (effect of motivation and training); normative data for developmental scoring system (sex differences); BGT and social and cultural factors (deprived vs. nondeprived children); BGT and IQ scores (mental retardation); BGT and school achievement (reading, arithmetic, and general achievement); BGT and minimal brain dysfunction (brain injury vs. minimal brain dysfunction); BGT and emotional problems (school children and emotional indicators); screening school beginners with the BGT (BGT and human figure drawings); BGT as a group test (comparison of group methods); modification of BGT materials and procedures (modification of drawing paper); BGT and other tests of visual perception and visual-motor integration (visual discrimination of word tests); and BGT research and application from 1963 to 1973. Among appended material are a revised scoring manual for the developmental scoring system and percentile scores for developmental BGT scores. (SB)

ABSTRACT 1557

EC 08 1557 ED 119427
Publ. Date Mar 76 30p.
Rudner, Lawrence M.
The Development and Evaluation of a Quasi Non Verbal Cognitive Skills Test.
Model Secondary School for the Deaf, Washington D. C.
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf;hc

Descriptors: Aurally Handicapped;* Cognitive Measurement;* Nonverbal Tests;* Test Validity;* Test Reliability;* Exceptional Child Research; Secondary Education; Cognitive Development; Maturation; Test Construction; Comprehension;

Summarized are the development and evaluation of a quasi nonverbal Cognitive Skills Test (CST) to measure comprehension, application, analysis, and synthesis in hearing impaired adolescents. It is explained that the measure was evaluated with 113 students at a school for the deaf over a 2 year period. Among findings reported are that the test and each subtest reflect a high degree of internal consistency, but that all the subtests may be measuring the same trait (perhaps general intelligence) rather than the target cognitive skills. It is recommended that the CST be used for research purposes only. The entire test is appended. (LS)

ABSTRACT 1459

EC 08 1459 ED N. A.
Publ. Date Fe/Ma76 6p.
Willeford, Jack A.
Central Auditory Function in Children with Learning Disabilities.
Audiology and Hearing Education; V2 N2 P12,14- 16,18,20. Feb/Mar 76
Descriptors: Exceptional Child Research; Learning Disabilities*; Early Childhood*; Childhood; Auditory Evaluation*; Auditory Perception*; Testing Problems*;

Tests of central auditory function with established diagnostic value in brain damaged adults were given to children with learning disabilities. The battery included four tests, two of cortical function and two of alleged brainstem integrity. When results were compared with other widely used measures and with academic and social performance, the findings suggested a need to reassess existing diagnostic batteries. (LS)

ABSTRACT 1381

EC 08 1381 ED N. A.
Publ. Date Feb 76 3p.
Shore, Roy E.
A Statistical Note on "Differential Misdiagnosis of Blacks and Whites by the MMPI."
Journal of Personality Assessment; V40 N1 P21-23 Feb 76

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Negroes*; Psychosis*; Personality Assessment*; Test Interpretation; Racial Factors*; Clinical Diagnosis*;

Identifiers: Minnesota Multiphasic Personality Inventory*;

Presented is a critique of the conclusion by M. Strauss et al that MMPI (Minnesota Multiphasic Personality Inventory) diagnostic decision-making rules derived from Whites are inapplicable to Blacks. It is shown that for the data from two of their three MMPI indices (a multiple discriminant function and the Goldberg Index), there was no clear evidence for greater misdiagnosis among Blacks than Whites when the hit rates among psychotics, behavior disorders, or both are examined. For the third measure, (semi-actuarial profile analysis), the results are reported to show less diagnostic accuracy for Black psychotics, but this one result is not seen to warrant a broad generalization. A preferable method of analysis and a source of potential bias in one of the measures are pointed out. (For the Strauss article, see EC 08 1380.) (Author/SB)

ABSTRACT 1380

EC 08 1380 ED N. A.
Publ. Date Feb 76 5p.
Klinge, Valerie.
Strauss, Milton E.
Effects of Scoring Norms on Adolescent Psychiatric Patients' MMPI Profiles.

Journal of Personality Assessment; V40 N1 P13-17 Feb 76

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Adolescents*; Personality Assessment*; Norm Referenced Tests*; Test Interpretation; Psychosis*; Sex Differences; Clinical Diagnosis*; Racial Factors;

Identifiers: Minnesota Multiphasic Personality Inventory*;

Examined were the effects of employing standard adult and age-agappropriate norms on the profile elevation, patterning, and classification of Minnesota Multiphasic Personality Inventory (MMPI) profiles of 125 White (63 males, 62 females) and 48 Black (18 males, 30 females) adolescent psychiatric patients. More elevated and more often psychotic profiles were obtained with adult norms. Some sex differences were observed, but race was not an important source of profile variation. (For related information, see EC 08 1381.) (Author/SB)

ABSTRACT 1297

EC 08 1297 ED N. A.
Publ. Date Feb 76 3p.
Stephenson, D. Claire.
Improving the Learning Disabled Child's Score on Machine-Scored Tests.
Journal of Learning Disabilities; V9 N2 P71-73 Feb 1976

Descriptors: Learning Disabilities*; Standardized Tests*; Testing Problems*; Exceptional Child Research; Elementary Education;

Identifiers: Nondiscriminatory Tests (Handicapped);

Evaluated was the effect on standardized test scores of allowing six fourth grade learning disabled children to have a helper fill in the machine-scored answer grid according to the child's verbal answers to the test questions. Comparison of the results of these tests with earlier testing without a helper and with scores of three control Ss showed a significant gain in scores. Advantages of the procedure included keeping the child's attention on the test, helping the child to keep his place, and making the helper more aware of the child's specific academic difficulties. (Author/DB)

ABSTRACT 1170

EC 08 1170 ED N. A.
Publ. Date Feb 76 2p.
Ornstein, Allan.
IQ Tests and the Culture Issue.
Phi Delta Kappan; V57 N6 P403-404 Feb 76

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Testing Problems*; Culture Free Tests*; Intelligence Tests*; Test Validity*; Test Bias; Environmental Influences; Social Influences;

Identifiers: Black Intelligence Test of Cultural Homogeneity;

Such "culture fair" tests as the Black Intelligence Test of Cultural Homogeneity (BITCH) are not correlated with abilities deemed important by schools and the larger society. The fact that disadvantaged students do poorly on IQ tests does not mean that the tests are biased but merely reflect the unfairness of social and environmental conditions. The remedy lies not with the elimination of the test or alteration of school skill requirements, but with the elimination of learning and social inequalities. (SB)

ABSTRACT 989

EC 08 0989 ED N. A.
Publ. Date Apr 75 7p.
Soeffing, Marylane Y.
New Assessment Techniques for Mentally Retarded and Culturally Different Children: A Conversation with Jane R. Mercer.
Education and Training of the Mentally Retarded; V10 N2 P110-116 Apr 1975

Descriptors: Mentally Handicapped*; Cultural Differences*; Labeling (Of Persons)*; Student Placement*; Culture Free Tests*; Exceptional Child Eudcation; Student Evaluation; Evaluation Methods; Educational Trends;

An interview with sociologist Jane R. Mercer focuses on the development of new assessment techniques for mentally retarded and culturally different children. Dr. Mercer discusses major findings of her research on the epidemiology of mental retardation and on labeling practices. She explains the inadequacies of standardized intelligence test norms and describes new measurement instruments and statistical techniques she is developing to measure more accurately the learning potentials of Black and Mexican American children. (CL)

ABSTRACT 840

EC 08 0840 ED 116403
Publ. Date 76 378p.
Weintraub, Frederick J., Ed.
And Others.
Public Policy and the Education of Exceptional Children.
The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (No. 123, $13.95)

Descriptors: Handicapped Children*; Public Policy*; Child Advocacy*; Equal Education*; Legal Responsibility*; Exceptional Child Education; Elementary Secondary Education; Guidelines; Due Process; Federal Legislation; State Legislation; Trend Analysis; Court Cases; Educational Accountability;

Intended for persons concerned about public policies for exceptional children and those engaged in creating public policy, the book provides guidelines and examples of appropriate policies for exceptional children. Considered in Section I are the varying rights that advocacy groups have won for exceptional children in the legislatures, courts, and administrative agencies including the rights to education, due process, least restrictive alternative, nondiscriminatory testing, and confidentiality. Current developments in public policy at the federal, state, and local levels are examined in Section II with texts or digests of significant federal laws provided. Trends in state law are reviewed, a model state law is provided, and the issue of financing special education is analyzed. Discussed in Section III are the varying avenues of change: statutory law, administrative policy, attorney generals' opinions, and litigation. Section IV provides information on advocate needs to effect change including techniques of political action, the problem of priority setting, and the impact of time and circumstances on policy decisions. Professional rights and responsibilities are discussed in the final section including such questions as whether a professional is solely an employee of a system or whether he is also an advocate for children, and the positive and negative impact of collective bargaining on exceptional children. (DB)

ABSTRACT 837

EC 08 0837 ED N. A.
Publ. Date Win 75 1.p.
Theimer, R. Kaye.
Rupiper, Omer J.
Special Education Litigation and School Psychology.
Journal of School Psychology; V13 N4 P324-334 Win 75

Descriptors: Exceptional Child Education; Handicapped Children*; Disadvantaged Youth; Court Cases*; Equal Education*; Student Placement*; School Psychologists*; Public Schools; Legal Responsibility; Evaluation Criteria; Culture Free Tests*;

Provided is an overview of significant special education litigation which directly concerns the practice of school psychology. Briefly described are a number of court cases regarding the responsibility of the public education system to provide an education to all handicapped children and regarding the placement of children in special education on the basis of evaluative instruments that are considered prejudicial to children on the basis of native language, cultural background, and normative standardization. (Author/SB)

ABSTRACT 836

EC 08 0836 ED N. A.
Publ. Date Win 75 7p.
Kamin, Leon J.
Social and Legal Consequences of I. Q. Tests as Classification Instruments: Some Warnings from Our Past.
Journal of School Psychology; V13 N4 P317-323 Win 75

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Economically Disadvantaged*; Minority Groups*; Ethnic Groups*; Trend Analysis*; Testing Problems*; School Psychologists; Social Influences; Political Influences; Culture Free Tests;

The social impact of one of school psychology's key instruments, the intelligence test, is illustrated by describing some of the social and political background out of which the intelligence movement in the US took shape; and it is concluded that the IQ test has been used as an instrument of oppression against the underprivileged -- the poor, the foreign born, and racial minorities. (Author/SB)

ABSTRACT 688

EC 08 0688 ED N. A.
Publ. Date 74 170p.
Tyler, Ralph W., Ed.
Wolf, Richard M., Ed.
Crucial Issues in Testing.
McCutchan Publishing Corp., 2526 Grove St., Berkeley, CA 94704 ($9.25)

Descriptors: General Education*; Literature Reviews*; Educational Trends*; Testing Problems*; Student Evaluation*; Minority Groups; Admission Criteria; Grouping (Instructional Purposes); Program Evaluation; Confidentiality;

Sixteen author-contributed papers are noted to present some of the major issues in testing which currently perplex educational practitioners. Essays are divided into seven subject categories: testing and minority groups: "Black Pride, Academic Relevance, and Individual Achievement" (Robert L. Williams), "Educational Testing, Individual Development, and Social Responsibility" (Samuel Messick and Scarvia Anderson), and "Concepts of Culture-Fairness" (Robert L. Thorndike); using tests in selecting students for educational opportunities: "The Importance of College Entrance Testing" and "Functions and Criticisms of College Board Tests" (Commission on Tests of the College Entrance Examination Board), and "Toward a Qualitative Approach to Assessment" (Edmund W. Gordon); tests and the grouping of students: "Using Tests in Grouping Students for Instruction" (Ralph W. Tyler); criterion-referenced testing: "Criterion-Referenced Testing in the Classroom" (Peter W. Airasian and George F. Madaus); assessing the educational achievement of institutions at the national, state, and local levels: "Why Evaluate Education?" (Ralph W. Tyler), "Not Just Another Standardized Test" (Carmen J. Finley), "Making the Data Work" (George H. Johnson), "Overview of the Survey Findings" (Henry S. Dryer and Elsa Rosenthal), "Some Current State Assessment Programs" (National Assessment of Educational Progress), and "Assessing Education at the Local Level" (Richard M. Wolf); using tests for program and material evaluations: "The Use of Tests in Measuring the Effectiveness of Educational Programs, Methods, and Instructional Materials" (Ralph W. Tyler); and tests and privacy: "Invasion of Privacy" (Richard M. Wolf). It is concluded that although testing is needed, it can and must be improved. (SB)

ABSTRACT 588

EC 08 0588 ED 115 053
Publ. Date 75 6p.
Rogers, George W.
Richmond, Bert O.
Results on the Slosson Drawing Coordination Test with Appalachian Sheltered Workshop Clients.
EDRS mf;hc

Descriptors: Minimally Brain Injured*; Screening Tests*; Test Validity*; Labeling (of Persons)*; Exceptional Child Research; Handicapped Children; Young Adults; Adults; Clinical Diagnosis; Sheltered Workshops;

Fifty-four clients (13 to 52 years old) in an Appalachian sheltered workshop were administered the Slosson Drawing Coordination Test (SDCT) and the Bender Visual Motor Gestalt Test. Twenty-nine Ss were labeled possibly brain damaged by the SDCT, and 17 Ss by the M. Hutt scoring system for the Bender-Gestalt. Two psychologists using all available data and clinical judgment classified only 13 in a similar category. Results indicated the need for caution in using the SDCT as a screening instrument for brain damage among Appalachian clients. (Author)

ABSTRACT 568

EC 08 0568 ED N. A.
Publ. Date Jan 76 7p.
Bryen, Diane N.
Speech-Sound Discrimination Ability on Linguistically Unbiased Tests.
Exceptional Children; V42 N4 P195-201 Jan 1976

Descriptors: Minority Groups*; Bilingualism*; Speech Evaluation; Language Ability*; Negroes*; Spanish Speaking*; Exceptional Child Research; Disadvantaged Youth; Elementary Education; Cultural Differences; Culture Free Tests;

Speech sound discrimination was assessed using a bilingual perspective with 32 Black, 32 White, and 32 Puerto Rican first and second grade children from a low socioeconomic background. Three parallel forms of speech sound discrimination tests (standard English, Black English, and Spanish) were each administered to all Ss. Results indicated that each language group did best on the discrimination form that most closely approximated the phonological structure of its language. Also, there were no significant differences in speech sound discrimination ability among the three groups when performances across all language forms were considered. Results had implications on traditional testing practices which have been thought to lead to placing a disproportionate number of Black and Spanish-speaking children in special classes. (Author/DB)

ABSTRACT 387

EC 08 0387 ED N. A.
Publ. Date Oct 75 5p.
Tolliver, Billie.
Discrimination Against Minority Groups in Special Education.
Education and Training of the Mentally Retarded; V10 N3 P188-19? Oct 1975

Descriptors: Minority Groups*; Special Education*; Discriminatory Attitudes (Social)*; Exceptional Child Education; Disadvantaged Youth; Culture Free Tests; Instructional Materials; Language Handicaps;

Reviewed are the ways in which testing practices, instructional materials, and language barriers have contributed to discrimination of minority group students in special education. (CL)

ABSTRACT 274

EC 08 0274 ED N. A.
Publ. Date Sum 75 15p.
Miller, LaMar P.
Testing Black Students: Implications for Assessing Inner-City Schools.
Journal of Negro Education; V44 N3 P406-420 Sum75

Descriptors: Exceptional Child Education; Disadvantaged Youth; Minority Groups*; Negroes*; Testing Problems*; Educational Trends*; Public Policy*; Culture Free Tests; Equal Education; Grouping (Instructional Purposes);

In relation to testing Black students, reviewed are the issues of intelligence, heredity, and environment; the nature and administration of tests; the purpose of tests and testing; and criteria for establishing testing programs. The key issue relating to research on the heredity/environment controversy is seen to be the uncritical use of test scores to justify regressive public policy in the service of popular prejudices. Criticisms of testing practices are discussed which include test bias favoring white, native-born American children and the misuse of tests for ability grouping in school. The trend toward evaluating students rather than evaluating the quality of school facilities and personnel is examined in relation to the process of integration. Listed are questions to consider when establishing a testing program such as on what basis is a child held back and, who are the decision makers concerning testing programs. (SB)

ABSTRACT 156

EC 08 0156 ED N. A.
Publ. Date Oct 75 2p.
Alston, Herbert L.
Doughtie, Eugene B.
Correspondence of Constructs Measured by the Kindergarten Screening Inventory by Sex and Ethnic Group.
Psychology in the Schools; V12 N4 P428-429 Oct 75

Descriptors: Exceptional Child Research; Disadvantaged Youth; Ethnic Groups*; Kindergarten; Test Validity*; Sex Differences*; Statistical Analysis; Culture Free Tests*; Negroes; Mexican Americans;

Identifier: Kindergarten Screening Inventory;

The constructs measured by the Kindergarten Screening Inveventory (KSI) were investigated in 788 male and 739 female kindergarteners from Anglo American, Negro American, and Mexican American ethnic groups. Ss were administered the KSI, and test items were factor analyzed for the different sex and ethnic groups. Results indicated that the KSI substantially measures the same constructs for both sexes and all ethnic groups. (SB)

ABSTRACT 138

EC 08 0138 ED N. A.
Publ. Date Nov 75 7p.
Pikulski, John J.
Assessing Information About Intelligence and Reading.
Reading Teacher; V29 N2 P157-163 Nov 75

Descriptors: Exceptional Child Education; Handicapped Children*; Reading

Ability*; Intelligence Tests*; Nondiscriminatory Tests (Handicapped)*; Test Validity; Test Interpretation*;

Posed are eight questions teachers or reading specialists need to ask when evaluating the relationship between a child's tested IQ and his reading ability. Considered are questions such as the following: Was an appropriate instrument used to measure intelligence as it related to reading? Have the results been significantly distorted because of some special identifiable limitations or handicaps on the part of the child? How recently was the available information about intelligence and reading gathered? How does the information about intelligence contribute to the goal of teaching children to read? Also recommended is the analysis of IQ subtest scores to identify specific strengths and weaknesses. (DB)

ABSTRACT 53

EC 08 0053 ED N. A.
Publ. Date 75 474p.
Ogletree, Earl J.
Garcia, David.
Education of the Spanish-Speaking Urban Child: A Book of Readings.
Charles C. Thomas, 301-327 E. Lawrence Ave. IL 62717 ($22.75)

Descriptors: Exceptional Child Education; General Education*; Ethnic Groups; Cultural Differences*; Spanish Speaking*; Cultural Factors*; Racial Integration; Discriminatory Attitudes (Social)*; Self Concept*; Expectation; School Role; Second Language Learning*; Culture Free Tests*; Academic Achievement; Intelligence Level*; Student Placement; Bilingualism*; Program Development; Teacher Education*; Inservice Teacher Education; Educational Trends;

Presented are 41 readings concerned with the education of the Spanish speaking urban child. Section I, "Cultural Heritage, Immigration and Migration--A Profile" includes articles on the cultural backgrounds of Mexican American, Cuban, and Puerto Rican populations and the interaction of these backgrounds with Anglo American culture. Focused on in Section II, "Problems of Segregation and Integration" are the effects of race and color on integration and cultural assimilation. "Expectation and Self Concept -- A Profile," Section III, is an examination of the problems of self identity among Latin children in schools dominated by the Anglo culture. Section IV, "The Schools and the Spanish Speaking" deals with program development, community and school adjustment, curriculum changes, and teacher retraining programs. Linguistic and psychological factors influencing English language acquisition are explored in Section V, "Problems of Language and Learning -- A Challenge." Section VI, "Achievement and Intelligence -- Cultural Influences" consists of discussions on the use of culturally biased tests, overdependence on the IQ score, and the disproportionate placement of Spanish speaking students in slow or special education classes. Suggested in Section VII, "Bilingual-Bicultural Education -- A Necessity" are various models of bilingual programs, the limitations of bilingual programs, and the need for broader bicultural programs. Centered on in Section VIII, "Reshaping Teacher Education for the Spanish Speaking Child" are teacher training and inservice programs which stress the effects of culture on personality, and behavior as well as the role of the school. Discussed in the final section, "Educational and Social Issues" are topics such as the struggle for socioeconomic and educational equalities, cultural and linguistic differences in the public schools, and the biased nature of and historical distortions in textbooks. (DB)

ABSTRACT 20

EC 08 0020 ED N. A.
Publ. Date Jul/Aug75 6p.
Lazarus, Mitchell.
Coming to Terms with Testing.
National Elementary Principal; V54 N6 P24-29 Jul/Aug 75

Descriptors: Exceptional Child Education; General Education*; Testing; Testing Problems*; Test Reliability*; Test Validity*; Standardized Tests*; Test Interpretation*;

Contrasted are the common and the testing definitions of the words 'objectivity,' 'standardization,' 'reliability,' and 'validity'; and identified are defects in many standardized tests. The technical meanings of the four terms are explained with emphasis on how a misunderstanding of the terms can lead test users to give too much importance to test results. An example is given which applies a reliability coefficient of .90 to a child's score showing that his actual score would probably be between the 50th and 84th percentiles, a wide range. Briefly noted are the other following test defects: inappropriate content, need for reading and linguistic skills, frequent incorrectness, ambiguity and lack of clarity, clerical emphasis, excessive time pressure, inflexibility, no credit for partial understanding, secrecy, a lack of diagnostic value, cultural and linguistic bias, and norm referenced scores. Test problems are seen to exist both within individual tests and within the entire norm referenced testing format. A need is seen for alternative approaches to testing. (DB)